



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

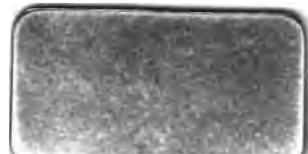
LESSONS  
FOR  
WRITING FROM DICTATION

---

WILLIAM EWART, M.A.

2705.  
f. 58.

2705 f 58





██████████

# LESSONS FOR WRITING FROM DICTATION,

ADAPTED TO THE USE OF CHILDREN IN  
VILLAGE SCHOOLS.

BY  
WILLIAM EWART, M.A.  
CURATE OF PIMPERNE, DORSET.

---

LONDON:  
W. W. ROBINSON, 69, FLEET STREET.

---

M.DCCC.XLIX.

LONDON:  
PRINTED BY J. WERTHEIMER AND CO.;  
CIRCUS PLACE, FINSBURY CIRCUS.



## PREFACE.

---

THE practice of teaching children to write upon slates from dictation, is one which will be found advantageous in many respects. It is one of which they become themselves, generally speaking, extremely fond; and forms a pleasant relief from the reading and spelling lessons in which the greater part of the hours spent in school are usually employed.

The lessons contained in this book were originally compiled for a village school of seventy or eighty children; and, having been found to answer the purpose for which they were intended, are now published, in the hope that they may be of use to persons engaged in the work of education. The First Part is adapted to children from five to seven or eight years of age, so soon as they have learned to form the letters, and copy single words and short sentences from the black board. The Second and Third Part will be found useful for those who have made some progress in reading, and can spell words of two or three syllables with ease. The Lessons contained in the Fourth and Fifth Parts may be used for those of ten or eleven years old, who may be supposed to be gaining an elementary knowledge of Geography, English History, and Grammar. The Lessons in the two first parts may be also used as easy exercises in parsing, by

the elder children. Those in the Fifth Part may be committed to memory, after having been written out. The great object in view has been, to make the Lessons as simple as possible; and to take care that the information given, without being too far removed from the comprehension of the children, might supply them with something to think of and talk about afterwards at home.

The great difficulty in a school of more than forty or fifty children is, no doubt, the employment of the younger ones while the teacher is engaged with the elder class. The practice of writing from dictation is one in which a large number of the scholars may be quietly and industriously employed, while a lesson is being gone through with one class alone. For this purpose, those in the first class, who may read best, should be employed to dictate in turn to the lower classes, so that they themselves may lose as little as possible of the instruction given in their own part of the school. (1.) The children being seated, the passage they are about to write should be read out to them slowly and distinctly. It should then be read a second time, word by word, very slowly, as it is being written; words of more than one syllable being properly divided. It should then be read over a third time, and a fourth, or fifth if necessary; but no child should be allowed to ask another, "How is that spelled?" or, "What word comes next to that?" as this only leads to endless disorder and inattention. (2.) The whole lesson having been thus read and written down, the class should stand, and receive instruction in the punctuation of it. (3.) They should then read the whole lesson, sentence by sentence. (4.) The class should then sit in *perfect silence*, and the teacher, calling the children to him

one by one, should examine and point out the mistakes in each slate, separately. The class should then (5.) stand, and, the slates being put down, be examined in the subject-matter and spelling of the lesson. To this may be added, in the higher classes, a grammar lesson; and, after a time, the children should be accustomed to insert the stops themselves. It will also be found a useful exercise to have the slates cleaned, and let the children write afresh, from memory, what they retain of the lesson.

It is believed that this exercise will be found of great service in teaching children to *spell* correctly. It requires closer attention, on their part, than a simple reading lesson does, in which one child reads and the rest listen until their turn arrives. Thus it produces a habit of quiet and close application, as well, or better than can be gained in any other way. The formation of habits of this sort is, in fact, the real object and true gain of education, and not the amount of information given to the learner. The practice here recommended teaches children to pay attention to every letter, syllable, and stop in the lesson; and a child may be shewn what nonsense it has made of a sentence by a trifling omission, when such an omission is pointed out on the slate. Even in good schools, one occasionally hears the Church Catechism said through with the omission of many of the monosyllable words; by which careless habit the children come at last to go through all their lessons in a slovenly and negligent manner. It is in attention to these and other particulars, that real benefit is derived at school; and the care of the teacher shews itself more in this, perhaps, than in any other way.

None of the lessons in this book convey direct religious

instruction. It is better to observe with a peculiar degree of reverence all lessons which do so; although, of course, a wise teacher will always bear in mind, that all he teaches may be made to bear upon the most important subject of all. The practice of setting copies from Holy Scripture, for writing in copy-books, seems especially objectionable, as tending to make children regard sentences so put before them in a light and indifferent manner.

It is taken for granted, that the children, to whom the lessons contained in the latter part of this book are adapted, will have some knowledge of geography and grammar. Whatever objections may exist to the introduction of these subjects into the education of the children of the poor, the simple fact is, that some instruction in them must necessarily follow, from the elevated standard of attainment now required in the many admirable Normal Schools in operation. The teacher will give to his scholars whatever he has himself learned; and, so long as religious instruction holds its due place in the education of the children of the poor, there can be no more reasonable objection to teaching geography and grammar, than to arithmetic. A lesson in each of these subjects, three or four times a week, will be found profitably to vary the routine of the lessons, to fix the attention of the children, and so to awaken the faculties which may, by God's blessing, be made useful in the acquirement of the "wisdom which cometh from above." Only may we be preserved by God's mercy from the delusion of regarding knowledge itself, and the amount of information given in such subordinate subjects, as the object of education: and not the formation of a teachable, attentive, and industrious mind, *humbled by the discipline necessary for the acquirement of*

knowledge of any kind, and so enlightened and awakened as to be able to feel and know the highest truths.

It may be added, that one of the qualifications required in candidates for the office of pupil-teacher is, to write correctly from dictation a simple narrative slowly read to them. In village schools, it is to be feared that, from the early age at which children are taken to work, few of them remaining after they are twelve years old, little benefit will be derived from this part of the method of aiding national education which has been adopted by the government.

---



LESSONS  
FOR  
WRITING FROM DICTATION.

---

PART I.

1.

THE rain is gone. The sun shines clear in the sky. I see no clouds now. The wind blows soft and fresh.

2.

When it is a clear night the moon shines. Then we see the stars. They are bright, and more than you can count.

3.

The birds sing in the trees, and build their nests, so that they may lay their eggs in them. I love to hear them sing.

4.

How cold the wind blows! It blows from the north, or from the north-east. Soon we shall see the white snow on the ground.

5.

Spring is come. The grass grows, and the young leaves shoot on all the trees. All things look glad. Come! Let us walk out.

6.

Hark! I think that I hear the bees. They hum in the air. We must not go too near the hive, for fear they should sting us.

7.

How I love to see the young lambs play in the field, or on the downs! They seem full of joy. They play all day, and sleep at night.

8.

That sweet smell comes from the wild rose, which grows in the thick hedge. I cannot reach it. It is a bright flower. Do you not see it?

9.

The sheep and lambs feed on the soft green grass. There is a large flock. A man has charge of them. Look! He has a dog with him.

10.

The cow is in the field. She gives milk. When they want to milk her, she stands quite still. From milk we get cream; and of cream are made butter and cheese.

11.

The stream runs through the mead. How

---

clear the water is! You may see the smooth stones in it. Do not go too near the brink, or you may slip in.

12.

The wheat grows in our field; and when it is ripe it will be cut down. How tall it grows! We must not run into it, or beat it down. Let us walk in the path.

13.

My shoes are thick and strong. They keep out the wet. They were new last month. I hope they will last for a long time, if I take care of them.

14.

I hear the school-bell ring. Come! Let us not loiter on the road, but make haste; that we may be in time. I do not like to go into school late.

15.

My father gets up very early to go to his work. When he comes home in the evening, I love to meet him at the door.

16.

My brother goes out to take care of the sheep. He takes our dog with him and brings him home again in the evening. He is very kind to the dog, and does not tease or worry him.

17.

The great cart horses are coming down the

lane. Take care. Do not go in the way. They are going home to be fed. They have been all day ploughing in the field. Now they will soon be at home.

18.

The hen lays eggs. When the eggs are hatched, there will be some little chickens. The hen will take them with her and feed them. She likes to cover them with her wings, and keep them safe from harm.

19.

A swallow has built her nest under the eave of our cottage. Swallows come in the spring, as soon as the warm weather begins. When the time grows cold again, they go away, and stay away all the winter.

20.

Last winter a robin came to our door. I threw some crumbs of bread out to it. It took one of the crumbs and flew away with it. Then it came back and took another. All the ground was white with snow.

21.

The bees go out in the morning when it is fine and the sun shines. They go out to the heath where the wild thyme grows, and suck sweet juice from the flowers. They bring

this home to the hive. The hive is full of cells to hold the honey.

22.

Hark! Do you hear the cuckoo? I heard it yesterday in the evening. It has a clear loud voice. When we hear the cuckoo in the woods, the summer is come. We shall soon see the flowers under the hedges in the green lane.

23.

Do not be rough in your play. If we are gentle we shall not hurt each other. If we love each other we ought not to be rough, but kind and quiet. We may play without hurting one another if we like.

24.

The rose blooms brightly in the summer. Our cottage is covered with ivy. I have seen roses clustering over the door of a cottage. Do not gather the flowers; but when they are gone, remember to pick off the dead buds.

25.

Do you hear the thresher in the barn? With his flail he threshes out the corn. The ripe grain is gathered up and put into sacks. Then it is sold to the miller. The miller grinds it

into flour, and of the flour the baker makes bread.

## 26.

It is the month of June. The hawthorn is seen no more in the hedges. The woodbine and the honeysuckle begin to blow. The hay must be cut and made up into hay-stacks. In this month too they will shear the sheep.

## 27.

In July the golden days of summer are come. The corn ripens every day more and more. The harvest will soon be here. The fruit is hanging on the trees. How beautiful do all the gardens look!

## 28.

The bear, the bat, and the hedge-hog sleep all the winter under the ground. Man has his work to do in winter as well as in summer. But the night is the time for sweet sleep. We must rest, or else we shall not be able to work. In the morning we feel strong and able to work.

## 29.

Look at the sunset! How clear the sky is between the clouds! And the clouds are all lit *up with bright* colours. The sun is sinking

in the West. One little cloud floating over it is like an island in a sea of light.

30.

Come! Let us haste home. The night-dews fall. The bees have all gone home to rest. The flowers are folded up. When the moon is up, it is time to go home and sleep all the calm and quiet night. At day-break all things will awake again, and the birds will sing their morning song.

---

## PART II.

31.

JOHN was a good boy. He loved his father and his mother. He always did what he was bid to do. I wish all boys were good like John, and did what they were told to do; but I fear some do not.

32.

John was always in time for school. When he heard the bell ring, he did not stop to play on the road, but ran to school. He was a good boy, and therefore he was happy all day long.

## 33.

John was very quiet in school, and loved his book. He wrote on his slate very well. He took great pains, and soon learned to spell quite right all the words which he wrote. He tried to write slow and to make each letter well.

## 34.

When John could read and write, his father bought him a nice book. His heart was full of joy. There were some nice pictures in his book. John read this book when he was at home, and kept it very clean.

## 35.

On Sunday John went to church. When he was at church he was a very good boy. He sat quite still, and stood up, and kneeled down, at the proper time. He loved to go to church, and to read the Psalms, as he had been taught to read them at school.

## 36.

John came to church and to school very clean and nice. He washed his face and his hands very clean before he left home. He used also to brush his hair. Good boys always try to be clean and tidy and neat in all things.

## 37.

*John had a sister. Her name was Jane.*

---

John loved her very much. Jane was a good little girl. John took great care of his little sister, when they came to school together, so that she might not fall down and hurt herself. Jane loved her brother John very much.

38.

Jane was a very good little girl. At school she took great pains with her book. In the evening before they went to bed, John sat down by the fire with her, and taught her the letters in the book which his father had bought for him. He taught Jane to say one or two Psalms which he had learned at school.

39.

Jane learned to sew and to knit at school. She knitted for John a nice pair of socks, and gave them to him. John liked his socks very much. When Jane is older, she will knit a pair of warm stockings for her father. Jane is not idle in the school, but minds her work and sews very neatly.

40.

John and Jane go to the Sunday-school. They learn to say the Catechism. John learns the Collect on Saturday, when he is at home, and says it on Sunday morning when he comes to school. When he is a little older,

he will learn some verses, if he takes pains and is careful and regular at school.

41.

One day in the Summer the children had a holiday. They all went to the Parsonage-house to have tea. They played on the lawn and had tea and cake. They were happy only because they were clean and good. Before they went home at night, they stood quite still and sung a Psalm.

42.

One day John found a knife on the road. He knew it was George Ball's knife: so he ran straight to the cottage where George Ball lived and gave it to him. John did quite right, for he knew how wrong it is to steal, and to take what is not ours is to steal.

43.

In the winter the snow comes falling through the trees. How cold it is. The north wind blows and brings the snow. The water freezes and becomes ice. Sheep eat hay and turnips in the winter. Christmas comes in winter. It is a happy time to spend all at home together, if we love each other, as we ought to do.

44.

When Winter is gone Spring comes. Oh!

how I love the bright warm weather! The leaves shoot out on the trees. The birds begin to sing. The soft west wind blows. In May all the flowers bloom, and in June they are in full beauty. Spring is a happy time.

45.

Look how the Trees are covered with green leaves! How cool and how shady it is under the tree! The sun shines all around us. In summer the wheat and the barley ripen. Come let us watch the sheep as they feed so quietly on the soft green grass. I love to see them.

46.

Now the corn is ripe. When it is cut down we shall go and glean in the wheat fields. If I can pick up a handful I shall be very glad. The apples are getting ripe, and in autumn they are fit to gather. It is good to see all things look so well. For winter comes again, with snow and frost at last.

47.

How clear the water runs. It makes a low murmur as it flows over the bright pebbles. I am so glad it runs before our cottage door. All day long when the sun shines in the sky it still flows. At night when the moon and

the stars shine I hear the sound of the stream  
still running on with a pleasant murmur.

48.

By the side of the brook the blue violets grow. They are half hidden in the bank. The wild flowers love to be hidden away out of sight. How many of them there are! But when the warm weather is gone, they fade and die. In the Spring they will awake again, and enjoy the bright light and happy air.

49.

James Maxwell was carefully brought up by his parents. They put him to school in the village of Holliford, where they lived: and though he was rather dull at his book, yet he was a good and obedient boy; and obedience is far better than cleverness. On Saturday evening James always learned the Collect, and some verses to say to the Clergyman, on Sunday, at school.

50.

On Sunday, when church was over, James Maxwell delighted in nothing so much as reading the Bible to his old grand-father. He might have gone out and played idle games with bad boys; but he knew what was right and *did it*. I can hardly say what a happy boy

he was. I wish all boys in every village were like him.

## 51.

When he was thirteen years of age, James Maxwell went to keep sheep for Farmer Goodman. But he still kept constant to school on Sundays; for he loved to do all that his parents wished. On week-days in the field or on the downs, he was very careful of his master's sheep, and minded what he was about; for he had learned at home and at school to be attentive to what was told him.

## 52.

When James was grown up to be sixteen years of age, he went to plough for Farmer Goodman. By steady conduct, he gained the esteem of his master, and the love and respect of every one. The obedient boy grew up to be a sober, prudent young man. For good brings forth good, and doing well leads to doing better. All boys may do as James Maxwell did, if they are steady.

## 53.

When Sunday came round James went early to church. He never came into church late. He would not loiter about the church-yard, before the service began, as foolish and bad boys

do, but went straight in; for he had respect to the place where he was, as he had always been taught. When he was in church he did not loll about, but stood up and kneeled down at the proper times.

## 54.

Many young men forget their parents when they grow up and spend what they earn upon themselves; buying smart clothes or wasting their money in idleness. James Maxwell did not do so; he well repaid the care of his loving parents, giving them help out of what he earned, and liking to be at home with them. We are better for what we learn when we are young, if we think of it and live by it afterwards.

## 55.

Come! Sit down. Do not play. This is a solemn place. It is the church-yard. Let us be quiet. The old church looks so silent, and the walls are old and grey. How many graves there are! They are too many for us to count them. Some of them are the graves of little children, who once were well and happy. Now they are gone away. Indeed this is a solemn place. Let us go away quietly, and *be good and gentle as we ought always to be.*

---

## 56.

Good children are kind to dumb things. They will not hurt or tease cats, or dogs, or poor birds, or flies. All living things can feel. Only bad children are cruel. A boy once threw a stone at a horse in the lane, but the man to whom the horse belonged, came back and beat the boy. Do not throw stones. You may break windows, and do a great deal of mischief if you do so.

## 57.

We learn to read and to write; and we learn to spell, that we may read and write well. It is right to try and do everything we do well. What a good thing it will be to be able to read the Bible and the Prayer book! When I am grown up I should like to be able to write a neat clean letter to my dear brother. Let us then try to do all our lessons well.

## 58.

How good is it always to speak the truth! When we have told the truth we feel happy in our minds, because we know that we shall be trusted and loved afterwards. But to say what is not true, makes us always feel very unhappy. If we have done any mischief it is

best at once to go and confess it. For this takes away a great part of our unhappiness for what we have done.

59.

The time will come when we shall be very glad that we have been at school. To be able to read and write gives us pleasure in itself. He who can read need waste no evenings, or spare hours. What we learn teaches us how much we have of good to be thankful for, and a thankful mind is a happy one: an ignorant one turns to bad things, for it is more or less idle always.

60.

We may always tell how children are being brought up at home and at school. If they are respectful in their manners and quiet, and civil. It is very painful to see rude coarse children, who show no respect to those older than themselves. Unhappily, after boys leave school, they too often forget what they have learned, and become proud, and careless, and irreverent. Let us try to avoid this, and to shew that we are not forgetful of the kindness we have received.

## PART III.

## 61.—TIME.

SIXTY seconds make one minute. Sixty minutes make one hour. Twenty-four hours make one day. Seven days make one week. There are twelve months, or fifty-two weeks in every year. The number of days in the months varies. Some contain thirty days: others thirty-one. February has only twenty-eight days: except in leap year when it has twenty-nine. Leap year comes every fourth year.

## 62.—TREES.

The different kinds of wood which we make use of are obtained from various trees. Thus the fir-tree gives us deal, which is the cheapest of all, and easiest to work. The finest of our English trees are the oak and the elm. We may know the different trees by their leaves. Some trees love a dry soil; and others, such as the weeping willow, will only grow in moist places.

## 63.—METALS.

It is very useful to know the difference between a great many things which are like each other, and which we see very often. Gold, Silver, Iron, Copper, Lead, are called metals. They are

obtained by man from the earth, generally being found at some depth below its surface: and by various labours are made of use and comfort to us in our life. All metals can be either melted, shaped by heavy beating, or drawn out into wire.

#### 64.—RIVERS OF ENGLAND.

The Thames and the Severn are the largest rivers in England. The Thames rises in Gloucestershire, and flows from west to east. It flows by Oxford and London, and falls into the sea at the Nore. The Severn rises in North Wales, and flows by Shrewsbury and Worcester, and falls into the Bristol Channel. The Trent rises in Staffordshire, and running into the river Ouse, takes the name of Humber, and falls into the sea near Hull.

#### 65.—THE SEA.

That vast body of water which surrounds the land, and covers a great part of the surface of our globe, is called the sea. Men pass in ships from one land to another, over the sea, and convey the natural productions of different countries from one to the other. Great Britain, in which we live, is an island, or land surrounded by sea, into which all our great rivers run.

#### 66.—THE AIR, CLOUDS, AND RAIN.

Our health depends very much on the purity of *the air which we breathe.* All rooms ought to be

---

very often opened to admit fresh air. The wet or moisture which rises from the earth takes the shape of cloud or vapour, and falls again to the earth in the shape of rain. The clouds cool the air we breathe, and the surface of the earth, by coming between it and the sun.

#### 67.—PAPER.

Paper is made from rags. The rags are bought at the paper-mill, where they are put into a machine which tears them to pieces, and by the aid of running water reduces them to a soft pulp. This substance is taken up in thin sheets, and laid upon felt, and pressed. These sheets are hung up to dry, and afterwards again pressed, and covered with size, a kind of glue. The whole process of paper-making takes about three weeks.

#### 68.—INSECTS.

Insects are known by their having more than four legs. Some of them have wings, and others are without them. Some of them have four eyes; others, such as the spider, have eight. They have no bones, but are provided instead with a thick or muscular skin. A great number of them exist only during warm weather, heat being necessary for their existence. There are a great number of them too small to be observed by the human eye.

## 69.—THE MOON AND THE STARS.

The stars which we see in the sky are all worlds, most of them many times larger than this round world, the earth, which we live upon. The moon, which gives us light by night, is distant from the earth 239,182 miles. There are several stars which move round the sun. These are called planets. The evening star, that bright one which shines above the setting sun, is a planet.

## 70.—THE EARTH.

This earth which we inhabit is round, and one among the countless worlds in the creation. Though the light of the sun enlightens and warms us, yet the sun is distant from the earth 95,000,000 miles. The earth being like a round ball, the distance through the middle of it from one side to the other, which is called the diameter, is 7,958 miles. The earth moves round the sun in 365 days, 5 hours, and nearly 49 minutes.

## 71.—DISCOVERY OF AMERICA.

About 300 years ago America was discovered by Christopher Columbus, a native of Genoa. He set sail from Spain, being convinced in his mind, that by sailing westwards, he could arrive at the coast of Asia, and little thinking that the great continent of America, the largest of all the continents, lay *between him and Asia*. After a voyage of thirty-

three days, the land was discovered. The Bahama islands, and the island of Saint Domingo, were the first land which he reached.

#### 72.—CAPTAIN COOK.

Among the many brave seamen whom our country has given birth to, one of the best known is Captain Cook, who in the years A.D. 1777, discovered the Sandwich Islands, in the Pacific Ocean. He also ascertained the western boundaries of the great continent of America. Captain Cook was murdered by the savages in one of the Sandwich islands in 1779. A church and a school now stand near the spot where he was killed, most of the inhabitants having been converted to Christianity by the missionaries.

#### 73.—CLOCKS AND WATCHES.

Clocks, moved by wheels and weights, first began to be used in Europe about six hundred years ago. Watches were first used in England in the reign of Henry VIII. At first they were very clumsily made. People in those days commonly told the time by sun-dials and hour-glasses, containing sand made to run for a certain length of time. Now clocks and watches have been brought to great perfection, and if properly cared for, vary very little in giving us the right time.

## 74.—MANUFACTURES OF ENGLAND.

A great number of persons in England are employed, and gain their daily bread, not by the cultivation of the ground, but in manufactures. The chief manufacture in England is that of woollen cloth; for as our country abounds in wide pastures and extensive downs, which feed great numbers of sheep, wool is easily obtained. Other manufactures are those of cotton goods, silk, cutlery, and earthenware. Thus all men are bound up together, and work for the common good. Each in his own employment is necessary to the happiness of his fellow-men.

## 75.—PINS AND NEEDLES.

We little think how much care is necessary in making some of the things most common in our daily use. Pins are made of brass wire, spun out fine, by being wound off from a number of wheels. Afterwards, it is cut into small pieces, and sharpened upon grinding stones. Needles are made of steel, reduced to a very fine wire. They are hardened by being made red-hot in a charcoal fire, in which they are laid on iron plates; on being taken out of which they are thrown into cold water. They are afterwards polished.

## 76.—WINTER IN THE POLAR REGIONS.

There are parts of the earth, to the north and

the south, called the polar regions, in which the cold in winter is far more severe than it is in our climate. There the sea is frozen for many months. Men and animals cannot endure the severity of the weather. What are called "The Northern Lights," which may be seen sometimes on a clear winter night in our climate, are there very brilliant, and serve to enlighten their long nights.

#### 77.—THE DESERTS OF AFRICA.

In the hottest part of the earth, there are wide sandy regions, scorched up by the burning heat of the sun. Hot winds blow across them, carrying clouds of sand, which stifle and smother travellers. How thankful should we be, that in our temperate climate, we are exposed neither to the excessive heat nor intense cold, with which some parts of our earth are visited.

#### 78.—THE PARTS OF SPEECH.—NOUNS.

All words which we make use of in speaking or writing, are divided, or distinguished from each other, into different classes. Now, to know these words or parts of speech, apart from each other, helps very much to understand what we read, and to write any thing we have to write correctly. The first part of speech is the noun, which is the name given to any thing we see or know of in existence:—*tree, house, man, day, life, truth, joy, pain*, are nouns. The

names of places or persons are called proper nouns, as *England*, *London*, *John*, *Mary*.

#### 79.—ADJECTIVES.

All words which are added or joined to nouns, in order to describe them, are called adjectives. Thus, if I say a “*green* tree,” or a “*dead* tree,” “tree” is a noun; and “*green*” and “*dead*” are adjectives joined to “tree,” to shew what sort of tree it is. So we talk of “*large* houses,” “*tall* men,” “*long* days;” the words “*large*,” “*tall*,” “*long*,” being used to describe the nouns to which they are joined. Words which stand in the place of nouns, and are used for them, are called pronouns; such as the words *who*, *which*, *what*, *I*, *he*, *thou*.

#### 80.—VERBS.

All words which signify motion or action, are called verbs. Thus “*life*,” “*walk*,” “*song*,” are nouns. But, if I say “*he lives*,” “*they walk*,” “*we sing*,” the words “*lives*,” “*walk*,” “*sing*,” are verbs. Verbs, as to their use, are either *active* or *passive*; In the words “*he carries a book*,” “*carries*” is an active verb. In the words “*he is carried*,” “*is carried*” is a passive verb. As to their meaning, verbs are either transitive or neuter. Transitive verbs require a noun to be joined to them, as “*he gathers flowers*.” Neuter do not, as “*he speaks*.” Adjectives derived from verbs, are called participles, as “*painted*,” “*living*,” “*gone*.”

## 81.—OTHER PARTS OF SPEECH.

There are some words added to verbs, which describe them, as adjectives describe nouns. These are called adverbs; as in the words “he sings loudly,” “loudly” is an adverb. Some words are joined to nouns to describe their place; as in the words “in the house,” “behind the door;” the words “in, behind;” are called prepositions. Some connect nouns or sentences together; as “and,” “if,” “but;” these are called conjunctions. Some which express pleasure or pain; as, “Oh!” “Ah!” “alas!” are called interjections.

## 82.—GRAMMAR.

That kind of learning which teaches us to read and speak correctly, is called Grammar. Sentences which we use are made up of words, as words are made up of syllables; and so he who understands the use of words properly, is much more likely to profit by what he reads or hears, than one who does not. What we learn when we are young, is meant to be of use to us and to help us when we are grown up.

## 83.—MUSIC.

Most persons take great delight in music, though they may not possess the talent of playing on any instrument. The tunes most fitted for common use, therefore, are the simplest; and these are often the most beautiful. If we have a love of music, and any talent, however small, in distinguishing sounds

or notes, we ought to educate this faculty, just as much as we ought to learn to read and write.

#### 84.—GEOGRAPHY.

A knowledge of the earth, of the great seas and continents with which it is covered, of the rivers and mountains, and the natural productions of different climates, is very desirable. Many persons now leave England to seek an honest livelihood in distant parts of the world, which are as yet only partly occupied by man. Their friends love to know what kind of country they are gone to. Geography, or the knowledge of the earth, is necessary to the understanding of most books which fall in our way.

#### 85.—ARITHMETIC.

Arithmetic teaches us the use of numbers. The first thing we learn is to read numbers; this is called Numeration. Then we learn to add numbers together; and to take a lesser from a larger number; and to find how often one number is contained in another which is larger than itself. Every one who grows up and earns his livelihood, has to be careful about money: now, how can we do this well, unless we know something of arithmetic?

#### 86.—BOTANY.

As the earth is covered with innumerable herbs, *grasses*, and flowers, and shrubs, the knowledge of *these things* is both useful and interesting. He who

lives in the country, and knows not how to distinguish plants of various kinds from each other, is little better than a blind man. So great is the variety of them, that few persons know them all by name: nevertheless, attention and memory will enable us to gain some knowledge of botany. Some plants also are poisonous: what a good thing it is to know these when we see them!

#### 87.—CHEMISTRY.

One of the most useful kinds of knowledge is that which teaches us the nature of different substances. Thus our food is of different kinds, and it is a good thing to know what food is wholesome, and what is not. There are many diseases of our bodies which are cured by the use of certain medicines, extracted from plants and minerals. All this knowledge is called chemistry.

#### 88.—HISTORY.

History is the account of all the remarkable events which have taken place since the creation of this world. Sacred History is contained in the Bible: all other history is called, to distinguish it from sacred, Profane History. The history of England is that of our own country, and is that in which we learn of the lives and actions of those who have lived before us in this land; and how we have come to be governed by good laws, and to enjoy the benefit of them.

## 89.—KNOWLEDGE.

It is the true result or consequence of knowledge to make men humble; for, the more they read, they find how little they do know. The wisdom and goodness of the true and good, who have lived before us upon the earth, is treasured up in books. Moreover, to gain knowledge, one must take pains; and taking pains is to our mind, what ploughing and sowing is to a field.

## 90.—HAPPINESS.

The great cause of happiness is contentment. If I am always complaining of my life, of my work, or of my not having things which I wish for, I cannot be happy. Now, every one may better himself and make himself happier, by steady attention to his duty: but no one ever yet was any the better for being discontented. A quiet life is the happiest.

---

## PART IV.

## 91.—WHEAT.

Wheat is the grain from which bread is mostly made. In this country, two kinds of wheat are cultivated. They are called, from the seasons in which they are sown, Spring Wheat and Winter Wheat. Spring wheat is the least hardy of the two *kinds, and is a smaller grain than winter wheat.*

The produce of this plant is from twenty-four to twenty-eight bushels for every acre; but, where land is richly manured, it has been known to yield more than forty. We read in the Bible, in the Book of Ruth, that wheat was cultivated in Syria, more than three thousand years ago. In the same book we are told of the gleaning of the fields by the poor, after the reapers had finished their work.

92.—BARLEY.

In this country, barley is sown in the spring. It thrives best in dry seasons. Each grain ends in a long beard, or spike, which is broken off in threshing. More than 30,000,000 bushels of barley are yearly consumed in this country in brewing beer, for which it is prepared by turning it into malt. This is done by steeping the barley in water until it has become soft and swollen; it is then laid out to ferment for some days; afterwards dried hops are added to it, and so beer is made. Barley was formerly much used for food, and is sometimes mixed with wheat flour in making bread. Pearl barley and Scotch barley are barley freed from the husk by a mill.

93.—OATS.

Oats are much more grown in the northern than in the southern counties. This grain differs much from wheat and barley; the grains growing in a loose cluster round the stem, and not in a close

ear. It is the hardest of all the grains that are cultivated in Great Britain. In Scotland, oat-meal forms a large portion of the food of the inhabitants. Although not so nutritious as wheat, oats are a very wholesome article of food. About fifty or sixty bushels are the usual produce of an acre. In the southern parts of this island, they are mostly used as food for horses. When coarsely ground, they are called groats, and are used in making gruel.

#### 94.—RICE.

No grain supports the life of so large a number of persons as rice. The inhabitants of India, China, and a large part of America subsist upon it. It is light, wholesome, and easily digested. In India, two crops of rice are grown every year; and the produce of an acre is from thirty to sixty bushels at each crop. Very large quantities are imported into England. The rice plant is found to grow best in low open grounds, through which rivers pass, as it requires moisture. In Europe, it is cultivated in parts of Italy and in Greece; but the best rice comes from Carolina, and from the northern provinces of India.

#### 95.—THE POTATO.

This root was not known in Great Britain before the reign of King James the First, when it was first brought from America by Sir Walter Ralegh. It began to be commonly cultivated in the middle of

---

the eighteenth century. It is now grown to an extraordinary extent, and may be called one of the necessaries of life. Early potatoes should be planted in the beginning of March. Those which are to be kept for use during the winter months, should be taken up in the month of October. It is a good thing to sow turnips, carrots, and parsnips, in case part of the crop of potatoes should fail.

#### 96.—THE BEAN.

This vegetable is the produce of a plant originally a native of the East; but now cultivated generally in all temperate climates. It grows to the height of about two or three feet. The coarser kind of beans are used for the food of horses, for which purpose they are split, or crushed, and mixed with cut hay, chaff, or oats. The broad, or Windsor beans, grown in our gardens, are said to have been first brought to England from Holland, in the reign of King William the Third. Beans are planted about the beginning of March. The stalks of this plant, when dead, should be heaped up and used for manure.

#### 97.—THE PEA.

Peas are the produce of a climbing plant, the flowers of which are sometimes white, but at other times coloured. Each flower is succeeded by a pod, dividing, when ripe, into two parts, both of which

turn a crop of carrots, or parsnips. A rich sandy soil is best suited for the parsnip, as the roots are used fresh and raw, and are called green parsnips. The turnip should be then well and thoroughly from the soil, and used the morning after. They are very nutritious. The parsnip was first cultivated in England, and in the reign of Henry the Eighth.

#### 45.—THE TURNIP.

Turnips have been cultivated in England from very early times. They are supposed to have been first introduced by the Romans, to whom the culture of this plant was well known. In times of famine, this vegetable has been much used as a substitute for meat. The earliest sorts of turnips are the French, which are largely employed in feeding cattle. The first sorts, grown in our gardens, do not contain so much nourishment as carrots or parsnips. The Maltese golden turnip is considered the finest with which we are acquainted.

#### 46.—THE CARROT.

The wild carrot is a native plant in this country. The culture, having been cultivated in our gardens, has become a very useful and most nutritious vegetable. Some poor and industrious people who came from Flanders, and settled in Kent, in the reign of Queen Elizabeth, first brought it to perfection. The large white or Belgian carrot is

grown in fields for the food of cattle. When we sow carrots in a garden the ground should be deeply dug, in order that the root may run down easily. The parsnip is also a native of Britain, and is harder than the carrot.

#### 100.—THE CABBAGE.

The culture of this vegetable, under the name of kale, was well known to our Saxon ancestors. That sort which is cultivated in English gardens, and now peculiarly called cabbage, was brought from Holland, and is said to have been first introduced by Sir Anthony Ashley, of Wimborne, in Dorsetshire. The leaves of this plant gather close over each other in a firm head or ball. Cauliflowers and Brocoli are both varieties of the same plant, and came originally from Italy, early in the seventeenth century. The outer leaves of cabbages are given to pigs; but they should first be torn or cut up and boiled, as the animals thrive much better on such food, than on the raw leaves.

#### 101.—TEA.

Tea is the produce of a plant which grows in China, Japan, and some parts of India. The leaves of it are gathered when they are young. They are then dried in the sun or by a charcoal fire, and are rubbed between the hands so as to roll them up. When quite dry they are packed in chests and sent

by sea to England and other countries. There are two kinds of tea most commonly used; black tea and green tea. The former of these is the most wholesome. In green tea the leaves are gathered without the stalks; but they are always kept in black tea. Green tea also is that which has been less heated in drying than black.

#### 102.—SUGAR.

Sugar is the produce of the sugar-cane, a plant which is a native of the East Indies, but is now cultivated in the West Indies and in the Brazils. The stem of the sugar-cane grows to the height of ten or twelve feet. It has no branches. In the month of March, when the canes are fully ripe, they are cut down, tied up in bundles, and sent to a mill, where they are crushed between large rollers. The juice which is thus pressed out is put into large casks, and becomes brown sugar. This is made into white sugar by boiling it and straining it through thick folds of cloth.

#### 103—COFFEE.

The coffee plant is a native of Arabia, but is now largely cultivated in the East and West Indies. It grows to the height of sixteen or twenty feet. The flowers are of a brilliant white, and are succeeded by small berries, which when ripe contain each two seeds. The berries are gathered and dried in the

sun, and the seeds, having been freed from the husks, are roasted over a slow fire. They are then ground, and give, when boiled in water, a healthy and refreshing beverage. Care should be taken to let coffee boil only a short time when it is being made, for if long on the fire it loses much of its taste.

#### 104.—SALT.

This valuable substance is found in the greatest abundance in nature. The waters of the sea contain much of it. In many countries salt springs exist. In others large beds or layers of it, called rock salt, are opened. The largest salt bed in England is at Northwich, in the county of Chester. 500,000 tons of salt are annually consumed in this country alone. It forms the best seasoning for all our food. In some soils it forms a very useful manure. All cattle are very fond of it. A lump of rock salt is often put into the manger where horses or cows feed.

#### 105.—SOAP.

Soap is composed of different kinds of fat or oil, and soda, which is obtained from sea-salt. The soda having first been boiled with lime, forms what soap-boilers call lye or ley. This substance is poured with large quantities of fat, oil, or tallow, into iron pans, in which it is boiled again; and from this

process soap is obtained. After having been taken out of the pans, it is cooled into a solid mass, and cut up by wires into bars, in which shape it is sold. Yellow soap is made with palm oil or resin, instead of tallow. Soft-soap is made of pearl-ash instead of soda.

#### 106.—INK.

The ink which we commonly use in writing is made from nut-galls, which grow on the leaves of a small tree, common in Asia Minor. These having been ground into a powder are mixed with gum and vitriol, dissolved in water. The ink used by printers is composed of oil and lamp-black, a colour procured by collecting on blankets the soot which arises from the burning of oil. The colour of ink is not very deep when first made, but it becomes much darker after having been exposed to the air for some days.

#### 107.—HEMP.

This is a fibrous plant of which coarse linen, sail-cloth, and ropes are made. Most of the hemp used in England is brought from Russia. The stems of the plant, stripped of its leaves, are placed in water, so that the fibres of which they are composed may be separated from each other. The fibres are usually each three or four feet long. When beaten out and dried they are spun into yarn or thick thread, and then woven into canvass, sack-cloth, or sail-cloth, or twisted into rope or cord.

## 108.—FLAX.

From the seeds of this plant the oil called linseed is made, which is much used by painters and by glaziers, for making paint and putty. After the oil has been pressed out of the seeds a crushed mass remains which is called oil-cake and is used for fattening cattle. From the skins in which the seeds grow linseed tea is procured. The stems of the plant having been steeped in water are dried like hemp, out of which is spun thread fit for lace-making or needlework. Flax is also woven into linen cloth, damask, and sheetings.

## 109.—WOOL.

The principal manufactures of England are those of wool, silk, and cotton. The wool shorn from the sheep by the farmer is sold to the woolstapler, by whom it is sent to be made into woollen goods, being spun into worsted or else into yarn from which cloth is manufactured. Worsteds goods are spun chiefly from English wool, and yield flannel, camlet, blankets, and other useful articles. Broad cloth, kerseymere, and other cloths are the produce of Saxon or Australian wool. The woollen manufacture is chiefly carried on in the West of England and in Yorkshire. It began in the reign of Edward III., about the year A.D. 1326, when that king invited some Flemish weavers to this country.

## 110.—SILK.

Silk, which is produced by the silkworm, is brought to England in large quantities from the south of Europe and from Asia. Raw silk, in order that it may be woven, is first washed and carefully wound upon reels. After this they are spun, or twisted, by an engine called the spinning machine. The silk spun for the use of the weaver is usually dyed after it is thus twisted. The thick strong silk, known as sowing silk, is made by hand in the same manner as hemp is spun into a rope ; each piece of silk twist being from fifty to one hundred feet in length. Satin, velvet, and ribbons are all made from silk, by different processes of weaving.

## 111.—COTTON.

The cotton plant grows in all the warmer parts of the world, and is largely cultivated in India, China, the United States of America, and on the shores of the Mediterranean sea. In the pod of this plant a soft substance is found, which admits of being spun into threads or yarn and manufactured into calicoes and other fabrics. Some yarn, the name given to spun cotton, is very fine, being made into muslin and lace. Other yarn is twisted into cotton thread. Nearly two millions of persons are employed in England in the cotton manufacture.

---

## 112.—LEATHER.

The skins of animals, by a process called tanning, are made into leather. The hides or skins being cleaned and soaked in lime water, are placed in pits, called tan-pits, full of oak-bark and water. Here they remain from six to twelve months, when they are taken out, dried, and passed between heavy rollers to make them smooth. The leather is then sent from the tanner to the currier, who by rubbing, paring, and polishing it, prepares it for the shoemaker or the saddler and harness-maker. Morocco leather is made from goat skins ; saddles from the skin of pigs. The thin leather of which gloves are made, is taken from the skins of lambs, having been tanned with alum.

## 113.—GOLD.

The largest gold mines are in South America. It is obtained in considerable quantities in California. It is also found in many rivers in Africa and Peru, in the shape of small grains, called gold dust. Of all metals gold is most easily beaten out ; so that one grain of it will cover fifty square inches. Gold does not rust. It is heavier than other metals. It is much used for making chains, seals, watches, and watch-cases. When used as gilding or covering for other articles, it is called gold leaf. One ounce of gold is worth about sixteen ounces of silver.

## 114.—SILVER.

This metal is chiefly found in Chili and in Peru, in South America. The mountain of Potosi, in the Andes, is full of silver mines. Silver is whiter and may be polished better than any other metal. It is much used for making plate, candlesticks, spoons, forks, and other useful articles. When used for coins, such as crowns and shillings, it is mixed with one twelfth part of copper, which gives it greater hardness. It is much used in plating or covering over articles made of copper. The principal silver mine in Europe is that at Konigsberg, in Norway.

## 115.—COPPER.

This metal is found in large quantities in the counties of Devon and Cornwall, in North Wales, and the Isle of Anglesea. It is used in large sheets for covering the bottoms of ships; also for money; and, when compounded with other metals, for many useful purposes. Bronze is a mixture of copper with a small quantity of tin; and this is the metal which is spoken of in the Scriptures as brass. What we call brass, is made of 80 parts of copper and 20 of a metal called zinc. Copper vessels ought not to be used in cooking, as it is partially dissolved by acids, such as vinegar, and is poisonous. Many lives have been lost in this way. Bell-metal consists of three parts of copper and one of tin.

## 116.—IRON.

This is the most common of all metals, and is lighter than silver, copper or lead. It is found in large quantities in Staffordshire and in South Wales. Steel, of which knives, razors, and so many useful things are made, is iron purified and improved by fire. Iron is used for all sorts of tools, such as spades, ploughs, wheels, axes, and chisels. The blacksmith makes horse-shoes of it. When two pieces of iron are heated to a white heat, and hammered together, they form one strong piece. This is called welding, and cannot be done to any other metal. Some of the largest iron works in England are in the Forest of Dean, in Gloucestershire, and in Shropshire.

## 117.—LEAD.

The lead mines in England are in the Mendip hills in Somersetshire, and in Derbyshire. In these mines the miners work by candle-light. To empty water out of the mines, they use leather bags, drawn up by ropes. Lead is the softest of common metals. It is much used for making water-pipes, and for lining cisterns. Bullets and shot are also made of it. Makers of leaden vessels and workers in lead are called plumbers. Lead also forms the substance of which the types, or letters used in printing books, are made. The white-lead and

red-lead used by painters, are preparations of this metal.

### 118.—TIN.

Cornwall is the county in which tin is found. It was known in very ancient times that tin could be obtained there. The chief use of this metal is as a coating to other metals, such as iron pots and saucepans. Common pewter is compounded of tin and copper, nineteen parts of tin being added, by melting, to one part of copper. As the law orders all quarts and pints used in giving liquor to be stamped, this metal is used for them, as it admits of being stamped more easily than others. Formerly it was much used for articles which are now made of earthenware. Britannia metal is a superior kind of pewter.

### 119.—COAL.

The coal spoken of in the Bible is charcoal, or charred wood. The coal which we burn is dug out of the earth, and is found in beds or layers. The largest coal fields in England are in Northumberland, Durham, Warwickshire, Staffordshire, and South Wales. It has not prevailed in this country, as fuel for more than 300 years. Coal, when heated in iron vessels, gives out gas, which is conveyed in iron-pipes, and is of great use in giving light. Coke is coal from which the gas has been taken; and as

it gives a clear fire without smoke, is used in stoves. It is very dangerous to sleep in a room where there has been a fire of charcoal; and sometimes charcoal is put into stoves.

#### 120.—GLASS.

Glass is a mineral substance, made by melting together sand or flint, with either potash or soda. In making white glass, the materials used are fine sand, potash, litharge, and red lead. These, after being thoroughly purified, are melted down, by being exposed to an intense heat, in large pots made of clay, and built into immense furnaces. This process usually takes three days; at the end of which time the liquid, resembling, in some degree, hot sealing-wax, is ready to be formed into any shape. Iron tubes are put into it, and some of the substance adheres to one end; upon which air is blown through the tubes, and the glass swells out in the shape of hollow balls. In this way bottles, tumblers, and other articles are made. Window glass is made by spreading the liquid substance on flat iron plates.

## PART V.

## 121.—TO THE SNOW-DROP. [BARRY CORNWALL.] \*

1.

Pretty Firstling of the Year!  
Herald of the host of Flowers!  
Hast thou left thy cavern drear  
In the hope of summer hours?

2.

Nature, who doth clothe the bird,  
Should have left thee in the Earth,  
Till the cuckoo's song was heard,  
And the Spring let loose her mirth.

3.

Learn the gentle wisdom caught  
From the snow-drop, Reader wise!  
Good is good, wherever taught,  
On the ground or in the skies.

## 122.—THE CRICKET. [WILLIAM COWPER.]

1.

Little Inmate, full of mirth,  
Chirping on my kitchen hearth,  
Wheresoe'er be thine abode,  
Always harbinger of good!  
Pay me for thy warm retreat  
With a song more soft and sweet;

\* In dictating these lessons, the names of the authors may, of course, be omitted.

In return thou shalt receive  
Such a strain as I can give.

2.

Though in voice and shape they be  
Formed as if akin to thee,  
Thou surpaskest, happier far,  
Happiest grasshoppers that are:  
Theirs is but a summer song,  
Thine endures the winter long,  
Unimpaired, and shrill, and clear  
Melody throughout the year.

123.—THE DAISY. [WILLIAM WORDSWORTH.]

1.

Bright Flower! whose home is everywhere,  
A Pilgrim bold in Nature's care,  
And oft, the long year through, the heir  
Of Joy or Sorrow.

2.

Methinks that there abides in thee  
Some concord with humanity,  
Given to no other flower I see  
The forest thorough!

3.

And wherefore? Man is soon deprest  
A thoughtless thing! who once unblest,  
Does little on his memory rest,  
Or on his reason;

## 4.

But thou wouldest teach him how to find  
A shelter under every wind;  
A hope for times that are unkind  
And every season.

## 124.—THE WISH. [SAMUEL ROGERS.]

## 1.

Mine be a cot beside the hill;  
A bee-hive's hum shall soothe my ear:  
A willowy brook that turns a mill,  
With many a fall shall linger near.

## 2.

The swallow oft, beneath my thatch,  
Shall twitter from her clay-built nest;  
Oft shall the Pilgrim lift the latch,  
And share my meal, a welcome guest.

## 3.

Around my ivied porch shall spring  
Each fragrant flower that drinks the dew:  
And Lucy at her wheel shall sing  
In russet gown and apron blue.

## 4.

The village church among the trees,  
Where first our marriage vows were given,  
With merry peals shall swell the breeze,  
And point with taper spire to Heaven.



## 125.—THE MORNING WALK. [THOMAS WHARTON.]

Oh! ever after summer shower,  
When the bright sun's returning power  
With smiling beam has chased the storm,  
And cheered reviving Nature's form:  
By sweet-briar hedges bathed in dew,  
Let me my wholesome path pursue:  
While, as I walk, from every bush  
The sparkling rain-drops near I brush;  
And all the landscape fair I view  
Clad in a robe of fresher hue.  
Far and near the valley rings;  
Loud and sweet the blackbird sings;  
The shepherd leads his flock, and blithe  
The mower grasps his sweeping scythe;  
While o'er the smooth unbounded meads  
His last faint gleam the Rainbow spreads.

## 126.—THE BRAMBLE FLOWER. [EBENEZER ELLIOTT.]

Thy fruit full well the school-boy knows,  
Wild Bramble of the brake!  
So put thou forth thy small white rose;  
I love it for his sake.  
For dull the eye, the heart is dull  
That cannot feel how fair,  
Amid all beauty beautiful  
Thy tender blossoms are.

The primrose to the grave is gone ;  
The hawthorn flower is dead ;  
The violet by the moss-grey stone  
Hath laid her weary head.  
But thou, wild Bramble ! back dost bring,  
In all their living power,  
The fresh green days of life's first spring,  
And boyhood's blooming hour.

## 127.—THE SHEPHERD AND HIS DOG.

[WILLIAM LISLE BOWLES].

## 1.

My dog and I are lame and old ;  
On these wide downs we watch all day ;  
He looks in my face when the wind blows cold,  
And thus, methinks, I hear him say.

## 2.

“ The grey stone circle is below ;  
The village smoke is at our feet,  
We nothing hear but the sailing crow,  
And feeding flocks that roam and bleat.

## 3.

“ Though solitude is round us spread,  
Master ! alone thou shalt not be ;  
And when the turf is on thy head,  
I only shall remember thee.”

## 4.

I marked his look of faithful love ;  
I placed my hand on his shaggy side :  
" There is a sun that shines above,"  
" A sun that shines on both," I cried.

## 128.—BLOSSOMS. [ROBERT HERRICK.]

## 1.

Fair pledges of a fruitful tree,  
Why do you fall so fast ?  
Your date is not so past ;  
But you may stay yet here awhile  
To blush and gently smile,  
And go at last.

## 2.

What ! were ye born to be  
An hour or half's delight,  
And so to bid good night ?  
'Twas pity nature brought ye forth  
Merely to show your worth,  
And lose you quite.

## 3.

But you are lovely leaves, where we  
May read how soon things have  
Their end, though ne'er so brave :  
And after they have shewn their pride  
Like you, awhile, they glide  
Into the grave.

## 129.—THE COTTAGER TO HER CHILD.

[WILLIAM WORDSWORTH].

1.

The days are cold, the nights are long,  
The north wind sings a doleful song ;  
Then hush again upon my breast,  
All merry things are now at rest,  
Save thee, my pretty love !

2.

The kitten sleeps upon the hearth,  
The crickets long have ceased their mirth ;  
There's nothing stirring in the house  
Save one small hungry nibbling mouse—  
Then why so busy thou ?

3.

Nay, start not at that sparkling light,  
'Tis but the moon that shines so bright  
On the window pane bedropped with rain.  
Then, little darling, sleep again,  
And wake when it is day.

130.—TO A FLOWER CALLED “THE FRINGED  
GENTIAN.” [WILLIAM CULLEN BRYANT].

1.

Thou blossom, bright with autumn dew  
And coloured with the heaven's own blue,  
That openest when the quiet light  
Succeeds the keen and frosty night.

## 2.

Thou comest not when violets lean  
O'er wandering brooks and springs unseen,  
Or columbines, in purple drest,  
Nod o'er the ground-bird's hidden nest.

## 3.

Thou waitest late, and com'st alone  
When woods are bare, and birds are flown;  
And frosts and shortening days portend  
The aged year is near its end.

## 4.

I would, that thus, when I shall see  
The hour of death draw near to me,  
Hope, blossoming within my heart,  
May look to heaven as I depart.

## 131.—MARCH. [WILLIAM CULLEN BRYANT.]

## 1.

The stormy March is come at last,  
With wind, and cloud, and changing skies:  
I hear the rushing of the blast,  
That through the snowy valley flies.

## 2.

Ah! passing few are they who speak,  
Wild, stormy month, in praise of thee;  
Yet, though thy winds are loud and bleak,  
Thou art a welcome month to me.

## 3.

For thou to Northern lands again  
The glad and glorious Sun dost bring,  
And thou hast joined the gentle train,  
And wear'st the gentle name of Spring.

## 4.

Thou bring'st the hope of those calm skies,  
And that soft time of sunny showers,  
When the wide bloom, on earth that lies,  
Seems of a brighter world than ours.

## 132.—THE GLOW WORM. [WILLIAM COWPER.]

## 1.

Beneath the hedge, or near the stream,  
A worm is known to stray,  
That shews by night a lucid beam,  
Which disappears by day.

## 2.

Perhaps indulgent Nature meant,  
By such a lamp bestowed,  
To bid the traveller, as he went,  
Be careful where he trode:

## 3.

Nor crush a worm whose useful light  
Might serve, however small,  
To shew a stumbling-stone by night,  
And save him from a fall.

## 4.

Whate'er she meant, this truth divine  
Is legible and plain:  
'Tis power Almighty bids him shine,  
Nor bids him shine in vain.

## 133.—THE HOLLY TREE. [ROBERT SOUTHEY.]

## 1.

O Reader! hast thou ever stood to see  
The Holly Tree?  
The eye that contemplates it well, perceives  
Its glossy leaves  
Ordered by an intelligence so wise,  
As might confound a bad man's sophistries.

## 2.

I love to view all things with curious eyes  
And moralize:  
And in this wisdom of the Holly Tree,  
Can emblems see,  
Wherewith perchance to make a pleasant rhyme,  
One which may profit in the after-time.

## 3.

For, as when all the summer trees are seen,  
So bright and green,  
The holly leaves their fadeless hues display,  
Less bright than they:  
But when the bare and wintry woods we see,  
What then so cheerful as the Holly Tree?

## 4.

So, serious should my youth appear among  
The thoughtless throng,  
So, would I seem among the young and gay,  
More grave than they :  
That in my age as cheerful I might be,  
As the green winter of the Holly Tree.

## 134.—THE WOOD-CUTTER'S NIGHT-SONG.

[JOHN CLARE.]

Welcome, red and roundy Sun,  
Dropping lowly in the West :  
Now my hard day's work is done,  
I'm as happy as the best.  
Joyful are the thoughts of home,  
Now I'm ready for my chair,  
So, till to-morrow morning's come,  
Bill and mittens, lie ye there !  
All day long I love the oaks,  
But, at night, yon little cot,  
Where I see the chimney smokes,  
Is by far the prettiest spot.  
Wife and children all are there,  
To revive with pleasant looks,  
Table ready set, and chair,  
Supper hanging on the hooks.



Welcome, red and roundy Sun,  
Dropping lowly in the West:  
Now my hard day's work is done,  
I'm as happy as the best.

## 135.—A POOR FAMILY IN WINTER.

[WILLIAM COWPER.]

Poor, yet industrious, modest, quiet, neat,  
Such claim compassion in a night like this,  
And have a friend in every feeling heart.  
Warmed, while it lasts, by labour, all day-long  
They brave the season: and yet find at eve,  
Ill clad, and fed but sparingly, time to cool.  
The frugal housewife trembles while she lights  
Her scanty stock of brushwood, blazing clear  
But dying soon, like all our earthly joys;  
The few small embers left she nurses well,  
And while her infant race with outspread hands  
And crowded knees sit cowering o'er the sparks,  
Retires, content with cold, so they be warm.—  
With all this thrift they thrive but scantily:  
They live, and live without extorted alms,  
From grudging hands; but other boast have none,  
To soothe their honest pride that scorns to beg,  
No comfort else but in their mutual love.  
I praise you much, ye meek and patient pair,  
For ye are worthy—

## 136.—SONG FOR THE SPINNING WHEEL.

[WILLIAM WORDSWORTH.]

## 1.

Swiftly turn the murmuring wheel!  
Night has brought the welcome hour,  
When the weary fingers feel  
Help, as if from faery power:  
Dewy night o'ershades the ground;  
Turn the swift wheel round and round!

## 2.

Now, beneath the starry sky,  
Couch the widely scattered sheep;  
Ply the pleasant labour, ply!  
For the spindle, while they sleep,  
Runs with speed, more smooth and fine,  
Gathering up a trustier line.

## 3.

Short-lived likings may be bred  
By a glance from fickle eyes;  
But true love is like the thread  
Which the kindly wool supplies,  
When the flocks are all at rest  
Sleeping on the mountain's breast.

## 137.—SUNSET. [THOMAS BABINGTON MACAULAY.]

How sweet it is, at this delightful hour,  
When earth is fresh with April's sunny shower,

---

To wander through some green and quiet lane  
O'erhung by briars and wild flowers wet with rain ;  
And view the sun, descending to his rest,  
Lead his bright triumph down the gorgeous West.  
Amid the glories of that radiant sky  
Dun wreaths of cloud with crimson dappled lie.  
Dyed by the sinking rays the heavens assume  
A brilliant tint of deep and rosy bloom.  
At length the cottage-windows cease to blaze,  
And a soft veil of dew and silvery haze  
Floats o'er the watery meadows. All is still  
Save the faint trickling of the pebbly rill,  
The beetle's drowsy hum, the bat's shrill wail,  
Or thrilling chant of love-lorn nightingale.  
The stream hath darkened to a purple hue :  
The turf is fresh with cool and fragrant dew.  
Who loves not then with upward-gazing eye  
To pore into the deep abyss of sky,  
And here and there to catch some lonely star.  
Twinkling in humid lustre from afar ?

## 138.—THE RIVULET. [WILLIAM CULLEN BRYANT.]

## 1.

This little rill, that from the springs,  
Of yonder grove its current brings ;  
Plays on the slope awhile, and then  
Goes prattling through the woods again :

Oft to its warbling waters drew  
My little feet, when life was new.

2.

Years change it not. Upon yon hill  
The tall old maples, verdant still,  
Yet tell, in grandeur of decay,  
How swift the years have passed away,  
Since first a child, and half afraid,  
I wandered in the forest shade.

3.

It changes not.—But I am changed,  
Since first its pleasant banks I ranged,  
And the grave stranger come to see  
The play-place of his infancy,  
Has scarce a single trace of him  
Who sported once upon its brim.

139.—THE YELLOW VIOLET. [WILLIAM CULLEN BRYANT.]

1.

When beechen buds begin to swell,  
And woods the spring-bird's warble know,  
The yellow violet's modest bell  
Peeps from the last year's leaves below.

2.

Of all her train, the hands of Spring  
First plant thee in the watery mould,  
And I have seen thee blossoming  
Besides the snow-bank's edges cold.

## 3.

Oft in the sunless April day,  
Thy early smile has stayed my walk,  
But 'midst the gorgeous blooms of May  
I passed thee on thy humble stalk.

## 4

So they, who climb to wealth, forget  
The friends in darker fortune tried;  
I copied them—but I regret  
That I should walk in ways of pride.

## 5.

So, when again Spring's genial hour,  
Awakes the painted tribes to light;  
I'll not o'erlook the modest flower  
That made the woods of April bright.

## 140.—LINES WRITTEN WHILE SAILING IN A BOAT.

[WILLIAM WORDSWORTH.]

How richly glows the water's breast  
Before us, tinged with evening hues,  
While facing thus the crimson West  
The boat her silent course pursues!  
And see how dark the backward stream,  
A little moment passed so smiling!  
And still perhaps with faithless gleam  
Some other loiterers beguiling.

Such views the youthful bard allure;  
But, heedless of the following gloom,  
He deems their colours shall endure  
Till peace go with him to the tomb.  
And let him nurse his fond deceit—  
And what if he must die in sorrow!  
Who would not cherish dreams so sweet,  
Though grief and pain may come to-morrow?

141.—THE NIGHTINGALE. [SAMUEL TAYLOR COLERIDGE.]

Come, we will rest on this old mossy bridge!  
You see the glimmer of the stream beneath,  
But hear no murmuring: it flows silently  
O'er its soft bed of verdure. All is still.  
A balmy night! And though the stars be dim,  
Yet let us think upon the vernal showers  
That gladden the green earth, and we shall find  
A pleasure in the dimness of the stars.  
And hark! the nightingale begins its song—  
“Most musical, most melancholy bird.”  
A melancholy bird? O idle thought!  
In nature there is nothing melancholy.  
. . . . . 'Tis the merry nightingale  
That crowds, and hurries, and precipitates  
With fast thick warble, his delicious notes,  
As he were fearful that an April night

Would be too short for him to utter forth  
His love-chant, and disburden his full soul  
Of all its music.

## 142.—A HAPPY LIFE. [HENRY WOTTON.]

## 1.

How happy is he born and taught,  
That serveth not another's will;  
Whose armour is his honest thought,  
And simple truth his utmost skill.

## 2.

Whose passions not his masters are,  
Whose soul is still prepared for death,  
Untied unto the worldly care  
Of public fame, or private breath.

## 3.

Who hath his life from rumours freed,  
Whose conscience is his strong retreat;  
Whose state can neither flatterers feed,  
Nor ruin make oppressors great.

## 4.

This man is freed from servile bonds  
Of hope to rise, or fear to fall:  
Lord of himself, though not of lands,  
And having nothing, yet hath all.

## 143.—WOODS IN WINTER. [H. W. LONGFELLOW.]

1.

When winter winds are piercing chill,  
And through the white-thorn blows the gale,  
With solemn feet I tread the hill  
That over-brows the lonely vale.

2.

O'er the bare upland, and away  
Through the long reach of desert woods  
The embracing sunbeams chastely play,  
And gladden these deep solitudes.

3.

Alas! how changed from the fair scene,  
When birds sang out their mellow lay;  
And winds were soft, and woods were green,  
And the song ceased not with the day.

4.

Chill airs, and wintry winds, my ear  
Has grown familiar with your song;  
I hear it in the opening year:  
I hear it, and it cheers me long.

## 144.—SCENE AFTER A SUMMER SHOWER.

[ANDREW NORTON.]

The rain is o'er. How dense and bright  
Yon pearly clouds reposing lie;  
Cloud above cloud, a glorious sight,  
Contrasting with a clear blue sky.

---

In grateful silence earth receives  
The general blessing: fresh and fair  
Each flower expands its little leaves,  
As glad the common joy to share.  
The sun breaks forth. From off the scene  
Its floating veil of mist is flung;  
And all the wilderness of green  
With trembling drops of light is hung.  
Now gaze on Nature. Hear her voice,  
Which sounds from all below, above:  
She calls her children to rejoice,  
And round them throws her arms of love:  
Drink in her influence. Low-born care,  
And all the train of mean desire,  
Refuse to breathe this holy air,  
And 'mid this living light expire.

## 145.—SUMMER EVENING. [ISAAC WILLIAMS.]

## 1.

The moon is in her azure tower,  
Like the heaven's bright eye,  
The nightingale beneath her bower  
Singing joyfully.  
There is that o'er Earth and Heaven,  
Which, through cloudless gates of even,  
Tells the tenants of this ball—  
Though around them be a thrall—  
They are something more than all  
That they seem to be.

## 2.

These foldings up of daylight speak  
 Something to be done:  
 And voices all around us break  
 Of a parting sun.

Mortal, though around thy path  
 Death and sickness speak of wrath,  
 There are gleams of brighter proof  
 Mingling 'neath the solemn woof;  
 But yon pilgrim down Heaven's roof  
 To the grave hath run.

## 146.—THOUGHTS ON THE SEASONS.

[WILLIAM WORDSWORTH.]

Flattered with promise of escape  
 From every hurtful blast,  
 Spring takes, O sprightly May, thy shape,  
 Her loveliest and her last.

Less fair is Summer, riding high  
 In fierce solstitial power,  
 Less fair than when a lenient sky  
 Brings on her parting hour.

When earth repays with golden sheaves  
 The labours of the plough,  
 And ripening fruits and forest leaves  
 All brighten on the bough:

What pensive beauty Autumn shews,  
Before she hears the sound  
Of Winter rushing in to close  
The emblematic round!

Such be our Spring; our Summer such;  
So may our Autumn blend  
With hoary Winter, and Life touch,  
Through heaven-born Hope, her end.

## 147.—AUTUMN. [JOHN KEATS.]

## 1.

Season of mists and mellow fruitfulness!  
Close bosom-friend of the maturing sun;  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eaves  
To bend with apples the moss'd cottage trees, [run;  
And fill all fruit with ripeness to the core;  
To swell the gourd; to plump the hazel shells  
With a sweet kernel; to set budding more  
And still more, later flowers for the bees;  
Until they think warm days will never cease,  
For summer has o'er-brimmed their clammy cells.

## 2.

Where are the songs of spring? Ay, where are they?  
Think not of them. Thou hast thy music too,  
While floating clouds bloom the soft-dying day,  
And touch the stubble-plains with rosy hue;

Then in a wailful choir the small gnats mourn  
Among the river sallows, borne aloft  
Or sinking as the light wind lives or dies,  
Or full-grown lambs loud bleat from hilly bourne;  
Hedge crickets sing; and now with treble soft  
The red-breast whistles from a garden croft,  
And gathering swallows twitter in the skies.

## 148.—LINES WRITTEN IN EARLY SPRING.

[WILLIAM WORDSWORTH.]

## 1.

I heard a thousand blended notes,  
While in the grove I sat reclined,  
In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.

## 2.

To her fair works did Nature link  
The human soul that through me ran;  
And much it grieved my heart to think  
What man has made of man.

## 3.

Through primrose tufts in that green bower  
The Periwinkle trained its wreaths;  
And 'tis my faith that every flower  
Enjoys the air it breathes.

## 4.

The birds around me hopped and played;  
Their thoughts I cannot measure—  
But the least motion which they made,  
It seemed a thrill of pleasure.

## 5.

The budding twigs spread out their fan,  
To catch the breezy air;  
And I must think, do all I can,  
That there was pleasure there.

## 6.

If this belief from Heaven be sent,  
If such be Nature's holy plan,  
Have I not reason to lament  
What man has made of man?

## 149.—WINTER. [JAMES THOMPSON.]

The keener tempests rise. Thick clouds ascend,  
And the sky saddens with the gathering storm.  
Through the hushed air the whitening shower de-  
scends,  
At first thin wavering, till at last the flakes  
Fall broad, and wide, and fast, dimming the day  
With a continual flow. The cherished fields  
Put on their winter robe of purest white;  
'Tis whiteness all, save where the new snow melts  
Along the mazy streamlet. Low the woods

Bow their hoar heads: and ere the languid sun,  
Faint, from the West emits his evening ray,  
Earth's universal face, deep hid, and chill,  
Is one wide dazzling waste, that buries deep  
The works of man. The birds, from the chill air,  
Tamed by the cruel season, crowd around  
The winnowing store, and claim the little boon  
Which Providence assigns them. One alone—  
The Robin—leaves his nest, and pays to man  
His annual visit. Half afraid, he first  
Against the window beats: then brisk alights  
On the warm hearth: then hopping o'er the floor,  
Eyes all the smiling family askance,  
And pecks, and starts, and wonders where he is:  
Till, more familiar grown, the table-crumbs  
Attract his slender feet.

## 150.—THE POET'S WISH.

[WILLIAM WORDSWORTH. From the "Excursion," book ix.]

. . . . . O, for the coming of that glorious time  
When, prizes knowledge as her noblest wealth  
And best protection, this imperial realm,  
While she exacts allegiance, shall admit  
An obligation, on her part, to teach  
Those who are born to serve her and obey;  
Binding herself by statute to secure  
For all the children whom her soil maintains

The rudiments of letters, and inform  
The mind with moral and religious truth,  
Both understood and practised; so that none,  
However destitute, be left to droop,  
By timely culture unsustained, or run  
Into a wild disorder, or be forced  
To drudge through a weary life without the help  
Of intellectual implements and tools;  
A savage horde among the civilised,  
A servile band among the lordly free.  
.... The discipline of slavery is unknown  
Among us: hence the more do we require  
The discipline of virtue. Order else  
Cannot subsist, nor confidence, nor peace.  
Thus duties rising out of good possest  
And prudent caution needful to avert  
Impending evil, equally require  
That the whole people should be taught and trained.  
So shall licentiousness and black resolve  
Be rooted out, and virtuous habits take  
Their place: and genuine piety descend,  
Like an inheritance from age to age.

---

EXPLANATION  
OF SOME OF THE HARDER WORDS  
USED IN THIS BOOK.

---

*n.* Noun; *a.* Adjective; *v.* Verb; *pa.* Participle.

Abyss, <i>n.</i> a depth that cannot be fathomed.	Columbine <i>n.</i> a flower.
Allegiance, <i>n.</i> the duty of a subject to the Government.	Conspire, <i>v.</i> agree together for a purpose.
Azure, <i>a.</i> blue.	Clammy, <i>a.</i> sticky.
Bard, <i>n.</i> a poet.	Croft, <i>n.</i> a small piece of grassland.
Bedropped, <i>pa.</i> sprinkled over.	Culture, <i>n.</i> improvement.
Beverage, <i>n.</i> drink.	Cutlery, <i>n.</i> manufactures of steel or iron.
Bill, <i>n.</i> a hatchet with a hooked end, used in wood-cutting	Current, <i>n.</i> flow of water.
Bloom, <i>n.</i> bright, fresh appearance	Cultivate, <i>v.</i> improve.
— <i>v.</i> to make beautiful.	Dappled, <i>pa.</i> streaked or spotted.
Bourne, <i>n.</i> a low eminence.	Discipline, <i>n.</i> strict exercise of law
Bushell, <i>n.</i> a dry measure of eight gallons.	Emblem, <i>n.</i> a sign.
Contemplate, <i>v.</i> watch carefully	Emblematic, <i>a.</i> containing signs.
	Extract, <i>v.</i> draw out.

Faery, <i>a.</i> unearthly.	Mine, <i>n.</i> an excavation in the earth
Fibrous, <i>a.</i> full of thick threads or fibres.	Mineral, <i>n.</i> what is brought out of mines.
Felt, <i>n.</i> cloth or stuff.	Moralize, <i>v.</i> think seriously about
Firstling, <i>n.</i> first child or offspring when young.	Maple, <i>n.</i> a large tree.
Grove, <i>n.</i> plantation of trees.	Mittens, <i>n.</i> thick leathern gloves.
Gorgeous, <i>a.</i> brilliant in light or colour.	Melancholy <i>a.</i> mournful.
Gourd, <i>n.</i> fruit resembling a melon	Mature, <i>v.</i> ripen.
Harbinger, <i>n.</i> one who foretells the coming of another.	Nutritious, <i>a.</i> affording food or substance.
Herald, <i>n.</i> one who proclaims or announces anything	O'er, <i>prep.</i> over; to o'er-brow, to overlook; o'er-brim, fill up.
Humanity, <i>n.</i> nature of men, kindness.	Pilgrim, <i>n.</i> traveller,
Humid, <i>a.</i> moist.	Pearlash, <i>n.</i> a substance obtained from wood-ashes.
Intellectual, <i>a.</i> belonging to the mind.	Potash, <i>n.</i> an alkaline salt obtained from burnt vegetables.
Innumerable, <i>a.</i> too many to be counted.	Pledge, <i>n.</i> promise.
Litharge, <i>n.</i> oxyde of lead; the dross which arises in purifying silver with lead.	Periwinkle, <i>n.</i> a flower.
Law, <i>n.</i> rule of government.	Prattle, <i>v.</i> to make a murmuring noise.
Legible, <i>a.</i> easily read.	Pore, <i>v.</i> look closely and steadily.
Manufacture, <i>n.</i> workmanship.	Plump, <i>v.</i> make large and fat.
Mead, <i>n.</i> a field with water running through it.	Pearly, <i>a.</i> shone through by light from behind.
	Precipitate, <i>v.</i> hasten; utter hastily
	Roundy, <i>a.</i> like a ball.
	Rudiment, <i>n.</i> first beginning.
	Russet, <i>a.</i> brown.

Sallow, *n.* a willow tree.

Statute, *n.* a particular law.

Sophistry, *n.* a clever falsehood.

Solstitial, *a.* belonging to the solstice; that period of the year when day and night are equal.

Servile, *a.* slavish.

Solitude, *n.* the state of one who is alone.

Surface, *n.* outside.

Tower, *n.* an eminence.

Tenant, *n.* a dweller for a time.

Thrive, *v.* flourish.

Triumph, *n.* a procession.

Treble, *n.* a shrill sound.

Upland, *n.* long range of rising ground.

Vary, *v.* alter.

Vernal, *a.* belonging to spring.

Vitriol, *n.* sulphuric acid in combination with metallic oxyde.

Willowy, *a.* where willows grow.

Wailful, *a.* mournful.

Woof, *n.* in weaving, the threads thrown with the shuttle.

Zinc, *n.* a metal used in making brass.

